




STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



JENNIFER M. GRANHOLM  
GOVERNOR

THOMAS D. WATKINS, JR.  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

TO: Tom Watkins, Superintendent

FROM: Jeremy M. Hughes, Ph.D.   
Chief Academic Officer/Deputy Superintendent

DATE: April 8, 2003

SUBJ: **Michigan's Annual Measurable Objectives For  
Determining Adequate Yearly Progress**

After setting initial target goals for adequate yearly progress (AYP) in Reading and Mathematics, based on 2001-02 assessment data, states are required to develop annual measurable objectives for the years after that, leading to 100% proficiency in the year 2013-14.

Michigan's proposal for annual measurable objectives was included in the *Accountability Workbook* which was approved by the State Board of Education on January 23, 2003, and submitted to the U. S. Office of Education on January 31. The State Board did not formally approve the *Accountability Workbook*. The objectives are therefore included here for Board consideration and approval.

The starting points listed below (under 2002-03) are based on assessment data from the 2001-02 administration of the MEAP tests and represent the percentage of proficient students in a public school at the 20<sup>th</sup> percentile of the State's total enrollment among all schools ranked by the percentage of students at the proficient level.

(Note: The percentage of students proficient in the lowest scoring subgroup in Michigan – "Students with Disabilities" – was lower than the percent proficient using the 20<sup>th</sup> percentile method stated in the previous paragraph.)

A table listing the starting points (2002-03) and subsequent annual measurable objectives is presented below:

STATE BOARD OF EDUCATION

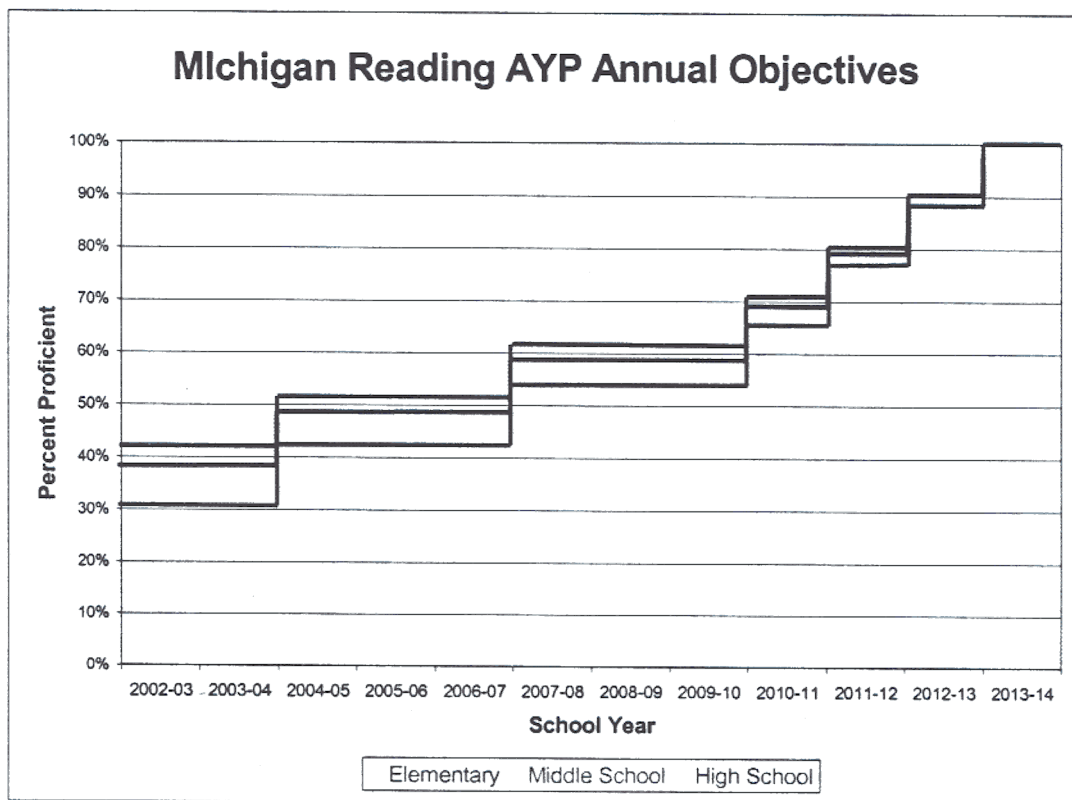
KATHLEEN N. STRAUS – PRESIDENT • SHARON L. GIRE – VICE PRESIDENT  
CAROLYN L. CURTIN – SECRETARY • HERBERT S. MOYER – TREASURER  
MARIANNE YARED MCGUIRE – NASBE DELEGATE • JOHN C. AUSTIN • ELIZABETH W. BAUER • EILEEN LAPPIN WEISER

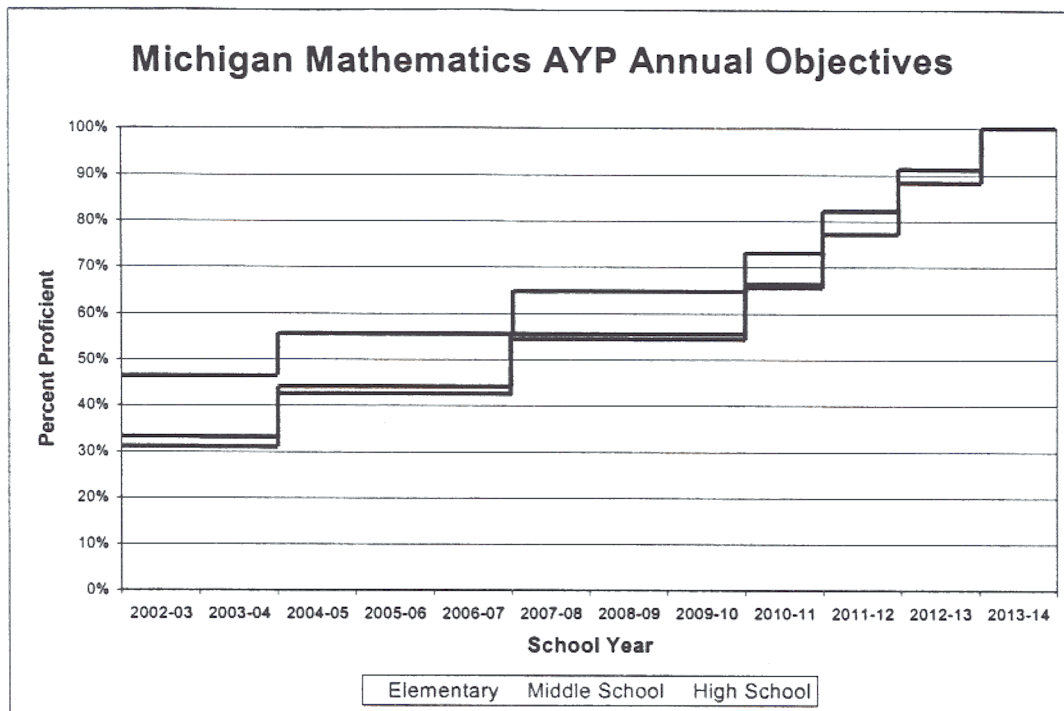
608 WEST ALLEGAN STREET • P.O. BOX 30008 • LANSING, MICHIGAN 48909  
[www.michigan.gov/mde](http://www.michigan.gov/mde) • (517) 373-3324

## Michigan Annual AYP Objectives

Content Area	School Year											
	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
<b>Elementary</b>												
Mathematics	47%	47%	56%	56%	56%	65%	65%	65%	74%	82%	91%	100%
Reading	38%	38%	48%	48%	48%	59%	59%	59%	69%	79%	90%	100%
<b>Middle School</b>												
Mathematics	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
Reading	31%	31%	43%	43%	43%	54%	54%	54%	66%	77%	89%	100%
<b>High School</b>												
Mathematics	33%	33%	44%	44%	44%	55%	55%	55%	67%	78%	89%	100%
Reading	42%	42%	52%	52%	52%	61%	61%	61%	71%	81%	90%	100%

The above data are presented below in graphic form, for both Reading/English language arts and Mathematics:





Michigan's application of the above annual measurable objectives is consistent with Michigan's experience with its school improvement initiatives. Michigan anticipates that the strongest academic gains will occur in later years, after reforms have been institutionalized, needed resources brought to bear, technical assistance provided, and capacity improved.

The growth expectations reflected in the graphs above assume that low-performing schools must develop a shared, coherent, and explicit set of norms about what constitutes a high performing school before the most substantial improvement in test scores will occur. These shared norms and expectations require a significant investment in the knowledge and skills of teachers in low-performing schools and school districts before the most substantial improvement gains will be realized. For this reason, Michigan's improvement expectations, while substantial throughout the 12-year trajectory, are more ambitious in the later years of the timeframe than they are in earlier years.